



## Mini-Map for ELA.EE.RI.11-12.9

Subject: ELA

Reading Informational Text

Grade: 11-12

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>ELA.EE.RI.11-12.9</b> Compare and contrast arguments made by two different texts on the same topic.	<b>ELA.RI.11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
During a shared reading activity, the student can recognize that another person can have a perspective that is different.	The student is able to see that the author presented certain details in order to support a claim made by the text.	The student can identify the relationships between multiple concrete facts or details.	When reading two different texts on the same topic, the student is able to identify the similarities and differences in the arguments and the supporting claims, reasons, and evidence presented by the two texts.	After reading two different informational texts on the same topic, the student can compare and contrast the authors' purpose for writing the texts by comparing how the texts are similar and different.

## **Initial Precursor and Distal Precursor Linkage Level Relationships to the Target**

### ***How is the Initial Precursor related to the Target?***

Comparing the arguments that appear in texts requires students to understand that they have thoughts, ideas, and opinions that are the same and different from others. In the context of shared reading, teachers can help students begin to identify their own thoughts or views using the DLM Familiar Texts and other texts that prominently feature opinions or preferences. For example, one of the DLM Familiar Texts is about school clubs. This text would provide teachers with an opportunity to help students understand the opinions of the author regarding how fun a club might be and identify their own preferences regarding such a club.

### ***How is the Distal Precursor related to the Target?***

Comparing and contrasting arguments requires students to be able to identify details used to support each side of the argument. In the context of shared reading or reading comprehension instruction, teachers can help students working at the distal level by providing them with the arguments that are presented in the text and asking students to listen or read to identify the details that go with each of the arguments.

## Instructional Resources

Linkage Level	DLM Familiar Texts
Initial Precursor	<a href="#">Musicians Exercise</a>
Distal Precursor	N/A
Proximal Precursor	N/A
Target	N/A
Successor	N/A
For more comprehensive information, see <a href="#">Familiar Text Information – Grades 11-12</a> .	
Released Testlets	
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .	
Using Supporting (SP) and Untested (UN) Nodes	
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .	

[Link to Text-Only Map](#)

**ELA.EE.RI.11-12.9** Compare and contrast arguments made by two different texts on the same topic.

